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ABSTRACT

The publication "Learning to Use Media" is a complete revision of the "Handbook of Suggestions for School Library Activities." It includes audio-visual as well as print materials made adaptable to present-day curricular uses. The guide is designed for use with a basic collection of print and audio-visual materials, well organized and cataloged, and administered by trained personnel in an adequately housed media center. Included are the skills that teachers and media specialists believe necessary for the effective use of instructional resources. (Author)

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LEARNING TO USE MEDIA

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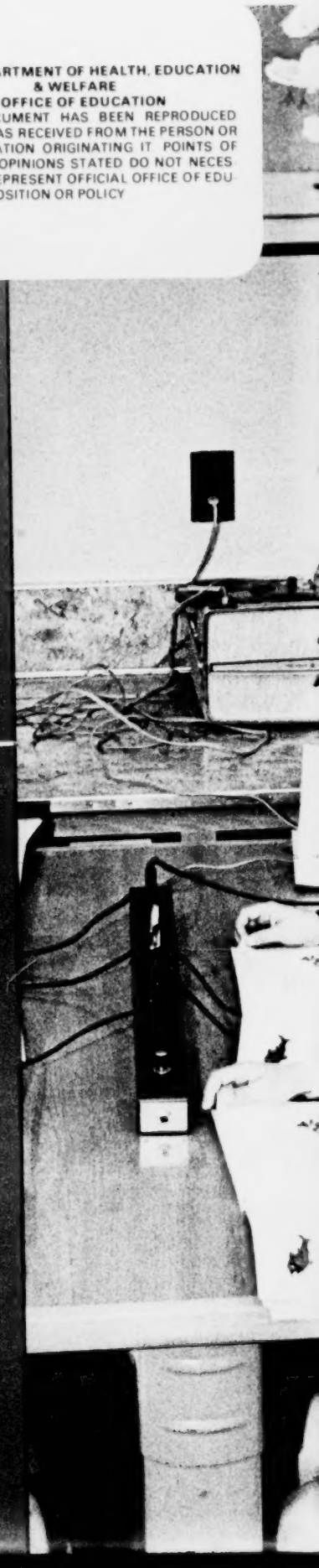

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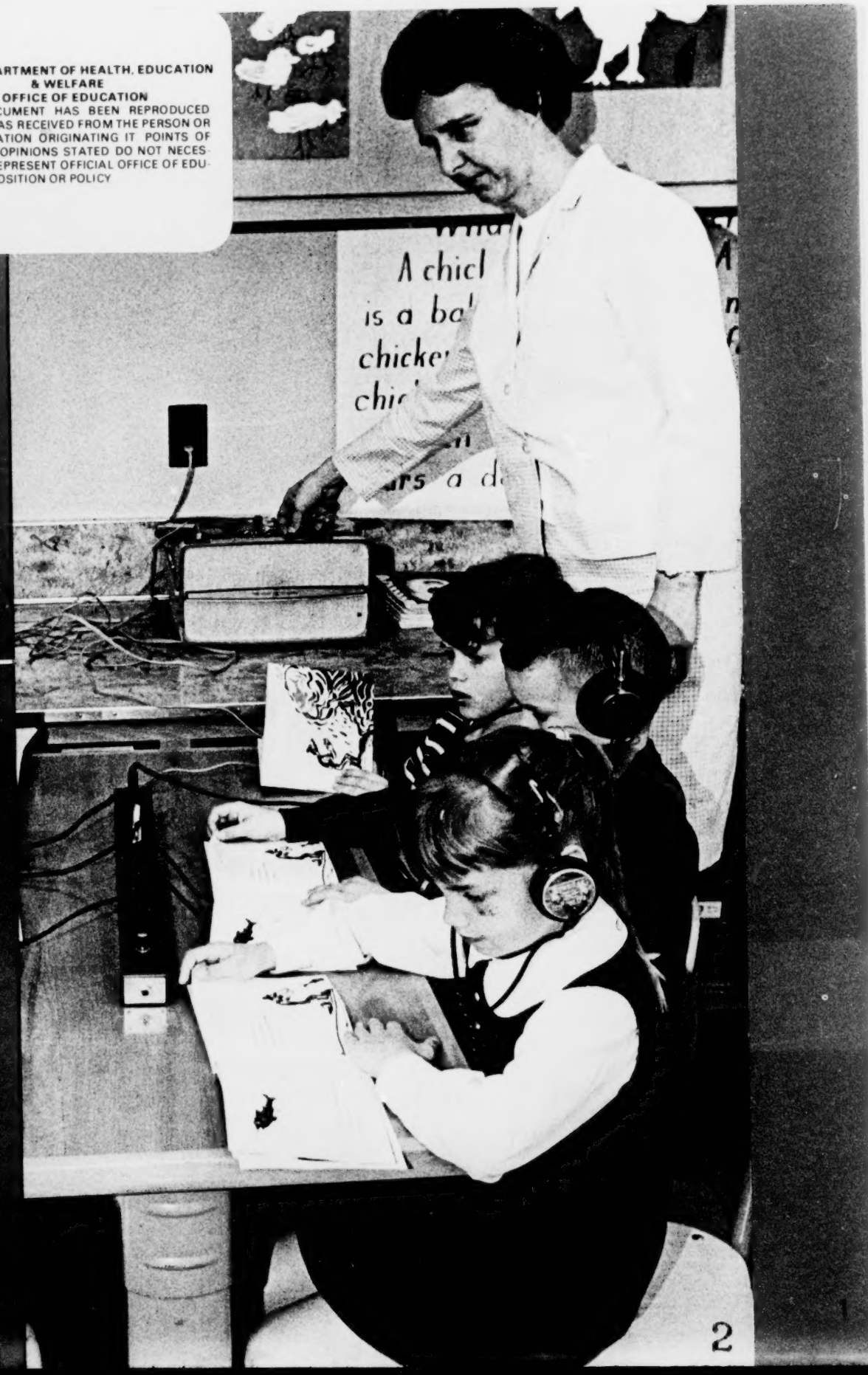

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PREFA

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PREFACE

THE publication of *Learning to Use Media* brings to a close eighteen months' work of a state-wide committee on instruction in the use of a media center. This represents a complete revision of the *Handbook of Suggestions for School Library Activities.* It includes audio-visual as well as print materials made adaptable to present-day curricular uses.

The committee is indebted to many Wisconsin teachers and school media specialists who cooperated and advised in the production of this publication. Special thanks go to:

The school administrators who gave released time to their faculty members so that they could share their knowledge and experience with others;

The Green Bay, Monroe, Janesville, Seymour, Fontana, Kimberly, Clintonville, Oconomowoc, and Milwaukee school systems for their illustrations;

Mr. W. Lyle Eberhart, Assistant Superintendent of Public Instruction, Division for Library Services, for counsel and advice.

Mrs. Carol Kaczmarek, for reviewing the manuscript and her suggestions.

The three assistant editors: Mrs. LaVaughn Ericson, Mrs. Jean Carmody, and Mrs. Eileen Knox, deserve special recognition for the many evenings and weekends of work they contributed.

Jane K. Billings
Editor

INTRODUCTION

THE committee hopes the classroom teacher and the media specialist will find guidelines here which can be adapted to local situations rather than used as a formal, rigid curriculum. The guide has been designed for use with a basic collection of print and audio-visual materials, well organized and cataloged, and administered by trained personnel in an adequately housed media center.

Included are the skills that teachers and media specialists believe necessary for the effective use of instructional resources. No attempt has been made to provide all-inclusive handbook, but rather to produce one which outlines in a sequential development the media skills required to meet current educational demands. Rather than have the teaching of media skills be the teacher's or the media specialist's task, it is recommended that it be a consortium; each doing what he does most effectively. It is strongly recommended that the teaching of the media skills be integrated with and relevant to curricular needs rather than teaching these skills as a separate, unrelated unit. Local circumstances may necessitate variations in instruction and curriculum organization.

To implement the sequential development of media skills, examples are offered for several instructional levels. A selective bibliography of recent materials for use in the teaching of the various media skills is included.

As education moves from textbook and teacher-oriented instruction to a greater emphasis on using a wide variety of materials and individualized learning, a collection of high quality instructional materials and professional help in utilizing these becomes essential. The media center brings together, organizes, and makes accessible the wide variety of learning resources needed with the equipment and facilities for their use. A planned program is necessary to make students skillful users of resources if they are to receive the maximum benefits from their educational experiences.

SEQUENTIAL DEVELOPMENT OF I

GRADE LEVEL	SKILLS OF THE INSTRUC
KINDERGARTEN | SECOND GRADE	Introduction to Media Centers Care of Instructional Materials Introduction to the Use of Instructional Materia Selection Storage Inventorying Introduction to Basics of Media
THIRD GRADE | FOURTH GRADE	Instructional Materials Audio-Visu Equipment
FIFTH GRADE | SIXTH GRADE	
SEVENTH GRADE | NINTH GRADE	
TENTH GRADE | TWELFTH GRADE	

AL DEVELOPMENT OF IMC SKILLS

SKILLS OF THE INSTRUCTIONAL MEDIA CENTER

MEDIA EXPERIENCES

Kindergarten - Grade Two

INTRODUCTION TO MEDIA CENTERS

Conduct story hours

Help students select materials

Visit the public library

CARE OF INSTRUCTIONAL MATERIALS

Demonstrate how to handle and care for:

- Books
- Records
- Filmstrips
- Tapes

Provide practice in handling equipment

INTRODUCTION TO USE OF INSTRUCTION MATERIALS

Use a sound filmstrip to introduce students to use of equipment and materials together

Have books, records, tapes, and filmstrips ready for students to use during browsing time

SELECTION OF MATERIALS

Acquaint students with different types of materials

Encourage intelligent choice of appropriate materials

Motivate students in selection and use of various types of other media

PROCEDURES FOR BORROWING

Use transparencies to demonstrate checkout procedures

Have students practice writing name and room number on sample cards

KINDS AND LOCATION OF MEDIA

Help students locate areas of materials—easy books, filmstrips ,tapes, records, non-fiction

Explain simple subject classification (e.g. animals, people, science.)

Teach students to categorize books into fiction and non fiction

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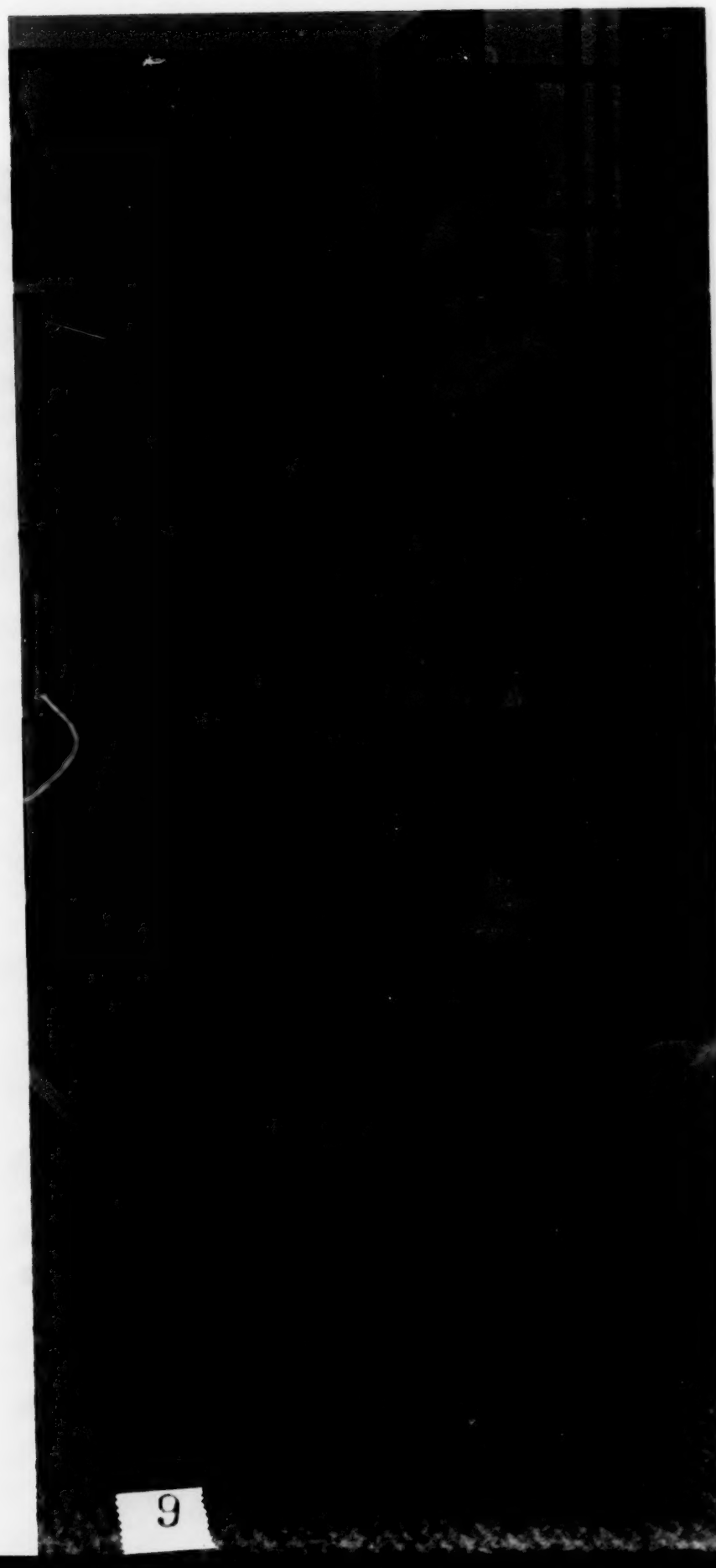


MEDIA EXPERIENCES

Grades Three and Four

ORGANIZATION AND LOCATION OF MATERIALS

Dewey Decimal Classification

Introduce the system with a filmstrip
Explain numerical order
Use transparencies to demonstrate class numbers
Provide student experiences:
Arrange group of materials correctly by Dewey number
Have students become familiar with the location of subject areas in their library

Card Catalog

Introduce the card catalog with a filmstrip
Explain the three main types of cards by using transparency overlays
Use card catalog to locate material

Magazine Indexes

Introduce concept of an index
Use transparencies of sample entries
Practice locating articles

INTRODUCTION TO CARE AND USE OF AUDIO–VISUAL EQUIPMENT

Teach small groups how to operate a tape recorder, sound filmstrip projector, filmstrip and slide projector, and 8 mm filmloop projector through classroom lecture, demonstration, or on closed circuit television

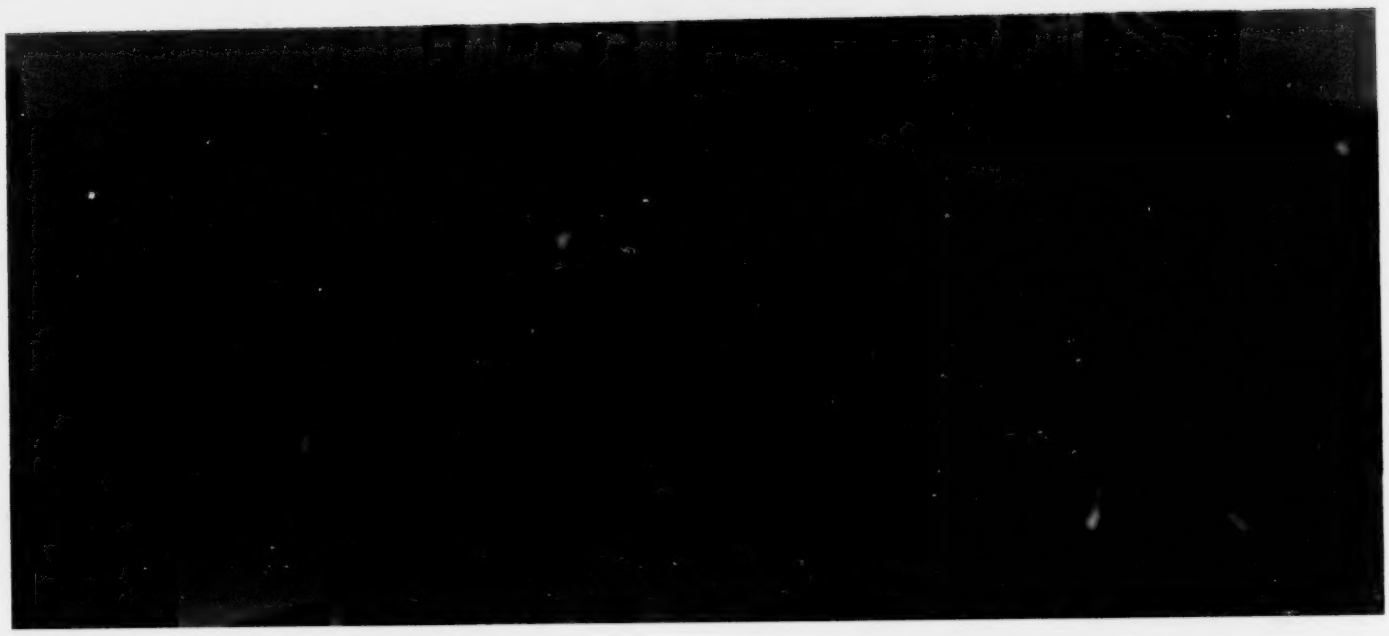
INTRODUCTION OF SELECTED RESOURCES

Abridged Dictionary

Correllate with classroom teaching (use filmstrip, slides, or transparencies)

Juvenile Encyclopedias

Familiarize students with the sets of encyclopedias in the school and their location.



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Familiarize students with the sets of encyclopedias in the school and their location.

Illustrate differences in arrangement and methods of locating information by looking up the same subject in several encyclopedias

Maps, Globes, and Atlases

Follow up classroom instruction with individual help

Pamphlet Materials

Show types of materials, organization, location, and checkout procedures

8 mm Film Loop

Demonstrate how to use 8 mm film loops

Slide Sets (if available)

Demonstrate how to organize and use slides

SAMPLE LESSON **Grades Three and Four**
ROLE OF THE ILLUSTRATOR

Purpose:

To develop appreciation for the role of the illustrator in the interpretation of the author's meaning and the contribution that the happy collaboration of author and artist offers to the reader.

Preparation:

Display all Caldecott books available.
Purchase Caldecott bookmarks.
Choose 4 or 5 filmstrips, records or films of picture books from the Caldecott Award list.
Schedule film on artist, such as Robert McCloskey or Maurice Sendak.
Gather information on selected artist.

Sources:
- Mahony — *Illustrators of Children's Books, 1744-1945*
- Viguers — *Illustrators of Children's Books, 1946-1956*
- Miller — *Caldecott Medal Books, 1938-1957*
- Kingman — *Newbery and Caldecott Medal Books, 1956-1965*

Class Sessions:

Using the title page, discuss the importance of the author and illustrator.
Present a brief history of the Caldecott Award and selected picture books.
Show film of one of the artists and present information on life and the media he uses.
Show filmstrip with discussion of different ways artists draw.

Activities:

Have students locate other works of the Caldecott illustrators in the card catalog or in *Children's Catalog* and add to the display.
Have students share their favorite stories and ideas about artists.
Have students develop presentation of favorite artist and show his illustrations on overhead projector.

Activities:

Have students locate other works of the Caldecott illustrators in the card catalog or in *Children's Catalog* and add to the display.

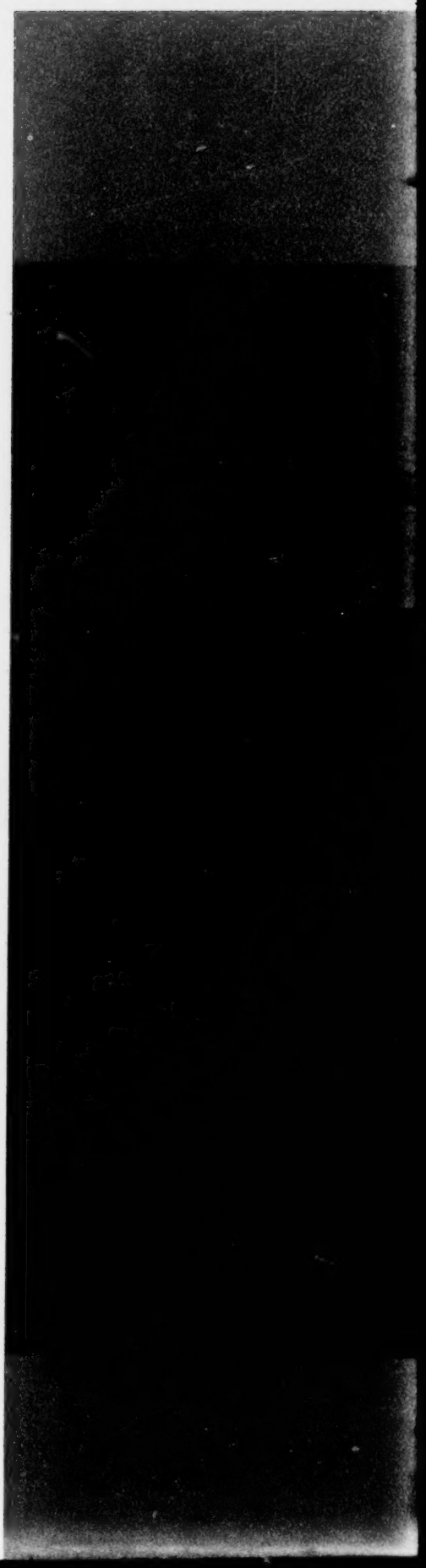
Have students share their favorite stories and ideas about artists.

Have students develop presentation of favorite artist and show his illustrations on overhead projector.

Have students make an illustrated booklet of the Caldecott book of their choice —using either their own illustrations or Xerox copies.

Arrange bulletin-board display of students' own illustrations of their favorite Caldecott book.

Plan an afternoon open house for parents in which students would be present to explain displays or exhibits.



MEDIA EXPERIENCES

Grades Five and Six

USING THE MEDIA CENTER TO GATHER INFORMATION

Locate information in the card catalog using a subject approach

Search all pertinent reference tools and indexes

Browse the materials in pertinent Dewey Decimal Classification

Take notes from available media

Prepare a simple bibliography of materials

INTRODUCTION TO MEDIA RESOURCES

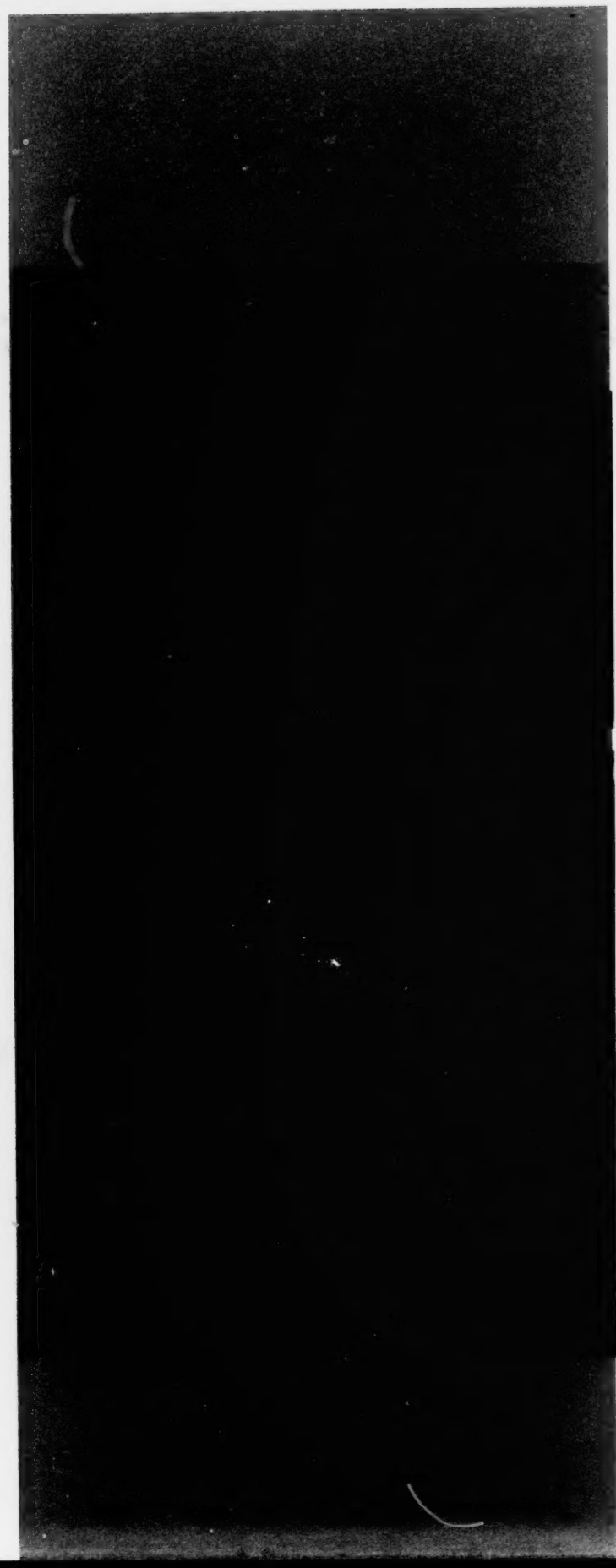
(Summarize the features of these materials using various media)

Science Dictionaries and reference books

e.g. *Book of Popular Science*
Young Peoples Science Encyclopedia

Biographical dictionaries and reference books

e.g. *Junior Book of Authors*
Webster's Biographical Dictionary



Geographical dictionaries and reference books

e.g. *Webster's Geographical Dictionary,* various atlases

Statistical reference tools

e.g. Almanacs
Government manuals

LOCATING INFORMATION IN MAGAZINES

Stress unique characteristics of magazines

Explain magazine index abbreviations

Show the relationship between subject headings and sub headings

Discuss the importance of cross references

Practice using a magazine index to locate information

DEVELOP SKILL AND JUDGMENT IN USING MEDIA

Assist in selecting proper reference tool for particular research goal

Encourage personal selection of media for individual recreational purposes

PREPARATION OF MATERIALS BY STUDENTS

Basic techniques for less involved productions

e.g. Transparencies
Maps
Charts
Models
Other

Discuss the effective use of various types of media

SAMPLE LESSON

Grades Five and Six

LITERATURE ACTIVITIES

Have students read a book by a famous author such as Laura Ingalls Wilder, Margaret Henry, Lois Lenski, Beverly Cleary, Caroline Haywood.

Read aloud a selection from the book.

Encourage the students to search for information on the author's life in biographical tools (e.g. *Junior Books of authors, More Junior Authors).*

Show film or filmstrip or play tapes by or about author.

Prepare maps of places in which stories took place.

Display replicas of character dolls or other items from the stories.

Write riddles, limericks, etc., to which the answers can be found in the books read.

Prepare a skit dramatizing an incident in a book.

Show film or filmstrip or play tapes by or about author.

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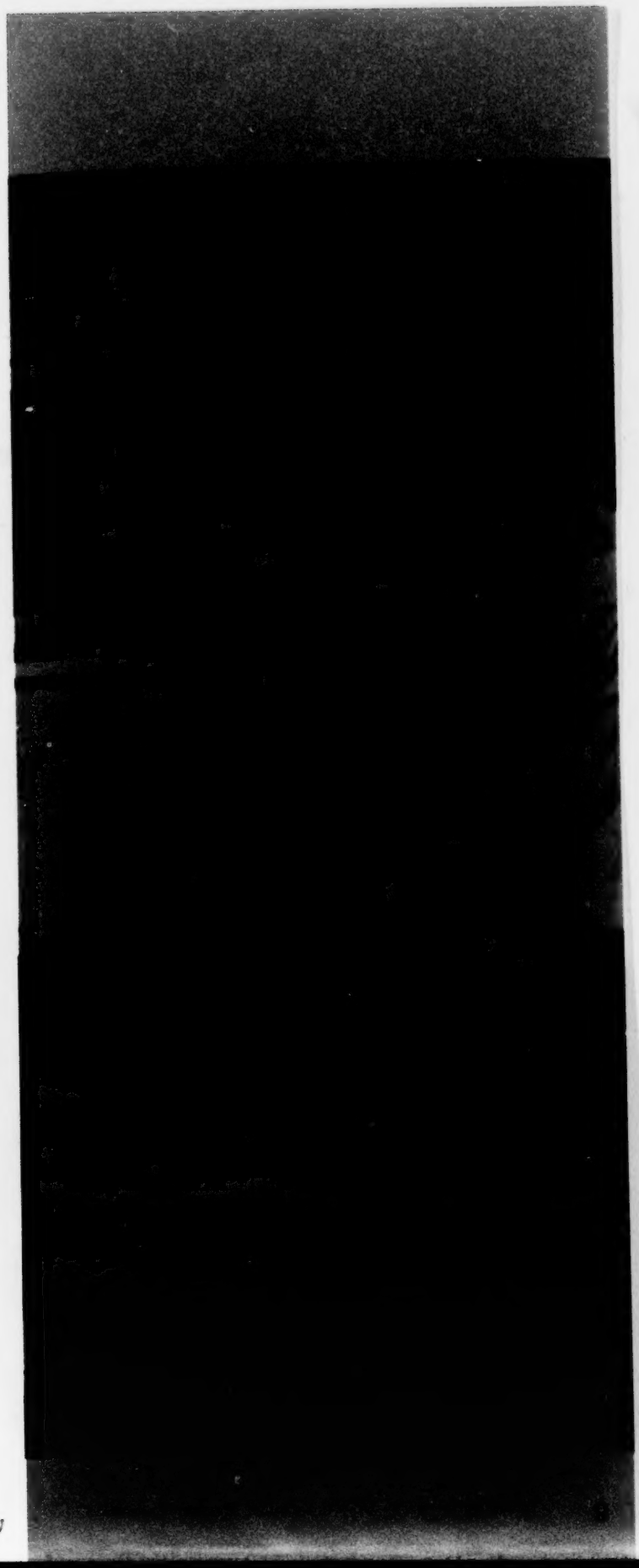

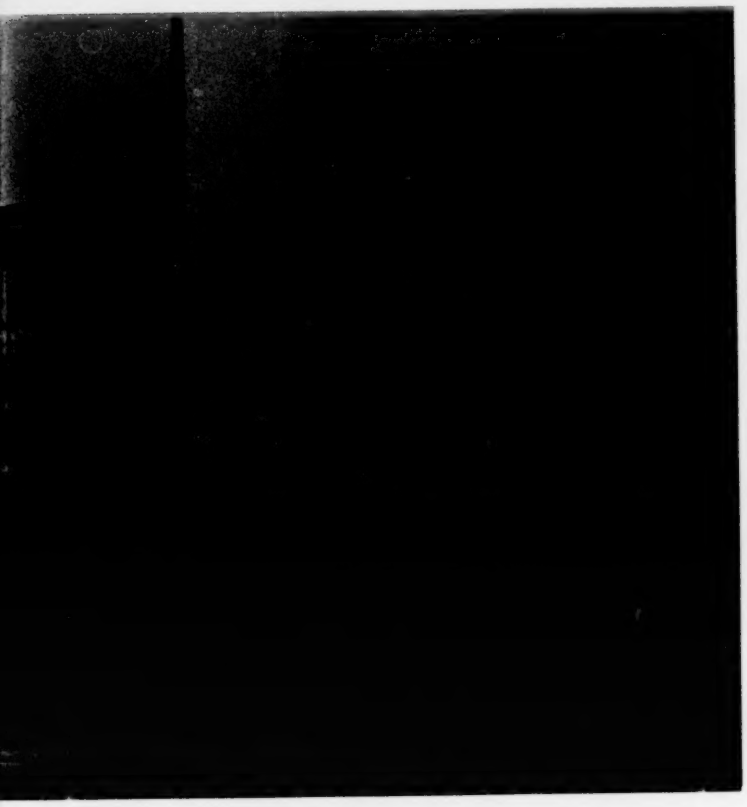

MEDIA EXPERIENCES

Grades Seven, Eight and Nine

ORIENTATION

Introduce the media center by using locally produced slide-tape program or instructional television

Discuss availability and procedures for using libraries and other resources in the community

REVIEW OF BASIC SKILL

Explain procedures

Discuss the organization and location of materials for curriculum use and browsing
e.g. Use programmed learning to review the card catalog

Encourage skill and judgement in selection of media by using book lists, exhibits, bulletin boards, and cross media displays

Promote the appreciation of literature, both fact and fiction within all areas of the curriculum through multi sensory experiences, e.g. provide slide tape program on Johnny Tremain to introduce the book and relate it to the American Colonial-Revolutionary period and follow up with feature film when available

INTRODUCTION TO ADDITIONAL MEDIA RESOURCES

Unabridged dictionary

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INTRODUCTION TO ADDITIONAL MEDIA RESOURCES

Unabridged dictionary

Adult and special encyclopedias
Subject area reference tools
Microfilm

Introduce these with sound-filmstrips, filmstrips, slides or slide-tape program

INDEXES TO MATERIALS

Magazine indexes-expand on previous instruction to include unabridged indexes

Literary indexes

Present the techniques for using indexes to poetry, short stories, biographies and periodicals with transparencies

Other indexes

Catalogs, NICEM indexes, catalogs and guides to local school collections, and to other collections.

EXPANSION OF STUDENT–MADE MATERIALS FOR INDIVIDUAL OR SMALL GROUP PRESENTATION

Provide students with the opportunity to produce multi-sensory materials: transparencies (lift and overlays), tapes, slides with 35mm or copy camera, slide-tape program, 3-D presentation (e.g. salt maps, dioramas), skit for closed circuit television

SAMPLE LESSON

Grades Seven, Eight, and Nine

Subject: Science – The Atom

PRELIMINARY PREPARATION:

The media team confers with the science coordinator about the implementing of skills through the study of the atom.

The science teacher introduces his classes to the subject by the means of the 16 mm film "The Atom" followed by class discussion. He then assigns topics or projects and gives instructions on preparing the reports or the projects.

METHOD OF INSTRUCTION:

The media specialist goes to the class center and, using transparencies, reviews pertinent subject headings to the card catalog, the *Readers' Guide,* and appropriate indexes, such as: *Biography Index* and *Grangers' Index to Poetry.*

The opaque projector is used to show samples of the types of vertical file materials available, such as clippings, reprints, and pamphlets.

In the media center the media specialist displays and explains the use of the science reference tools, such as dictionaries, encyclopedias, guides and yearbooks.

Students use guides and dictionaries to define terms such as electron, neutron, proton, and use *Biography Index* to find scientists such as Roentgen, Einstein and Curie.

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Students formulate bibliographies, make note cards and prepare outlines for their papers or projects.

The media specialist reinforces previous instruction with individual help as needed.

MEDIA EXPERIENCES

Grades Ten, Eleven and Twelve

REFINEMENT AND EXPANSION OF RESOURCE SKILLS

Review grade 7-9 reference skills
Introduce special reference tools, e.g.

Literary resources
- e.g. *Essay and General Literature In Index*
  Library of Literary Criticism (American, British, Romance)
  Oxford Companion series

Social science resources
- e.g. *Dictionary of American Biography*
  Dictionary of National Biography
  Statistical Abstract
  Dictionary of American History
  Encyclopedia of Social Sciences

Science resources
- e.g. *McGraw-Hill Encyclopedia of Science and Technology*

Social science resources

e.g. *Dictionary of American Biography*
Dictionary of National Biography
Statistical Abstract
Dictionary of American History
Encyclopedia of Social Sciences

Science resources

e.g. *McGraw-Hill Encyclopedia of Science and Technology*

SPECIALIZED RESOURCES

Public library
Area resource centers
Higher educational institutions
Inter-school exchange
Community resources

DEVELOPING SKILLS IN PLANNING AND RECORDING VIDEO TAPE

Demonstrate operation of video tape recorder

Select supplementary media forms in a video tape production (e.g. charts, models, realia)
Produce curriculum related video tapes
Evaluate video tape programs

UTILIZATION OF DIAL ACCESS INFORMATION RETRIEVAL SYSTEMS

Promote participation in the preparation of materials to be utilized in the dial-access information retrieval system
Demonstrate operation of dial-access system
Evaluate programs

INTRODUCTION TO COMPUTER-ASSISTED INSTRUCTION

Familiarize students and teachers with programmed instructional techniques
Select materials for computer program
Demonstrate computer potential and applications

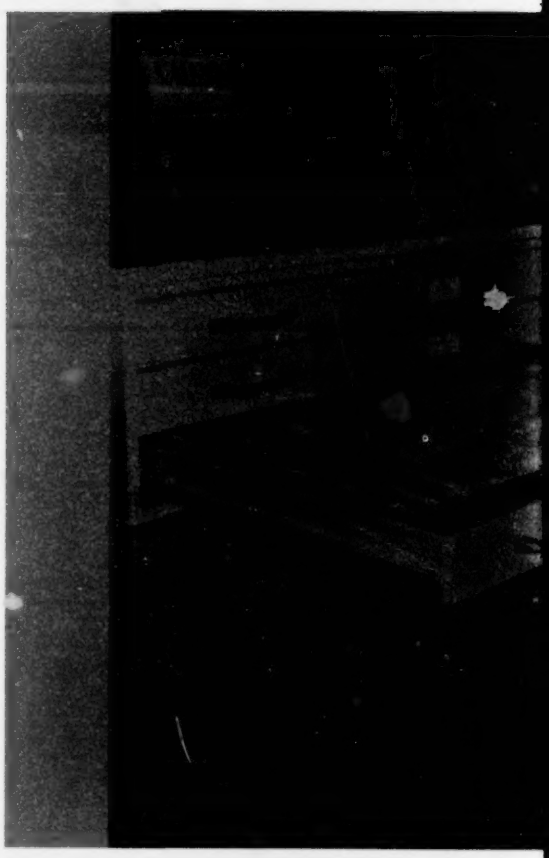
SAMPLE LESSON

Grades Ten-Eleven-Twelve

USE OF CAREER AND CONTINUING EDUCATION MATERIALS

Introduce Subject of Planning For College

Use: pamphlets
books
filmstrips
tapes
films
other materials



Cooperate With Guidance Department and Teachers on Basis of Test Findings

Kuder Preference Test, Interest inventories, College testing programs

Display Library Materials that Can Help Student Come to a Decision in Selecting a Career

Give Instruction in Use of Available Media

. . . in finding detailed information (e.g. salary, working conditions)
. . . in locating specific information on college requirements and opportunities
. . . in acquiring information on scholarships and loans
. . . in developing insight into college and vocational preparation

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. . . in acquiring information on scholarships and loans
. . . in developing insight into college and vocational preparation

Encourage Participation in Career or College Night Programs

Assist Students Research in Community Resource File

Feature Related Materials (e.g. Biography, Fiction)

Stimulate Students to Secure Free Materials

Provide Effective Publicity (e.g. lists, displays, films, filmstrips, slides, tapes, video-tape programs)

SELECTIVE BIBLIOGRAPHY

Most appropriate grade level indicated by: E=Elementary, J=Junior High School, S=Senior High School

Media abbreviations used: **FS=Filmstrip** **TR=Transparency** **F=Film** **T=Tape** **R=Record**

(Note) Filmstrips may be purchased by series or individually.

Beck, Margaret V.; Pace, Vera M and Welken, Marion L. *Guidebooks for Introducing Library Skills.* T. S. Denison & Co., 1967.

Bierman, Lillian M. *Your Library: How to Use It.* (Text-workbook) Harper Row, 1962.

Books Talk Back. (FS) Library Filmstrips Center. E.

Campbell, Lila; Knight, Louise and others. *How to Use a Library.* Benton, 1968. (Fowler, Ind.) Jr. High up

Cleary, Florence Damon *Upper Elementary and*

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Eboch, Sindey C. *Operating Audio-Visual Equipment.* Chandler, 1968. (124 Superior St., San Francisco 94105)

Enlarged Wilson Catalog Cards. Sturgis Library Products. (P.O. Box 30 Sturgis, Mich) E

Erickson, Carlton W. *Administering Instructional Media Programs.* Macmillan, 1968.

Finding a Book in the Library. (TR) Colonial Films. (10 transparencies) E

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Hopkinson, Shirley L. *Instructional Materials for Teaching the Use of the Library.* 2nd ed. Claremont House, 1967. (San Jose, Calif.)

Instructional Materials Center and AV Library Responsibilities. (FS and T) Madison Public Schools. Dept. of Public Instruction, Madison, Wis. 53702. E J S

Kemp, Jerrold E. *Planning and Producing Audiovisual Materials.* rev. ed. Chandler, 1968. (text ed. 23-10541)

Learning to Use Maps. (FS) (Series) Encyclopedia Britannica Educ. Corp. 8520 E-J

Reading Directions on Maps; Reading Physical Maps; Measuring Distance on Maps; Locating Places on Maps; Reading Political or Economic Maps; Studying an Area Through Maps

Library Filmstrip Center. (Series) 140 Old Manor Rd. Wichita, Kas. 67208 J-S

Your Library, a Place of Living and Learning; Ready Reference; Card Catalog; Dewey Decimal Classification; Biography-Background for Inspiration; Globe, Map Atlas; The Reference Collection; Encyclopedias; Directories and *Handbooks; Indexes;* Research Paper.

Library Series. (FS) M

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Look It Up Series. (FS

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